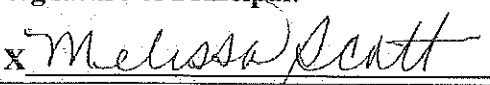## ATTACHMENT III

Bethune/Fitzgerald Academy

SCHOOL IMPROVEMENT GRANT - 1003 (g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code	District Name and Code
Bethune, 141	**Detroit, 82010**
Model for change to be implemented: TURNAROUND	

School Mailing Address: **8145 Puritan Detroit, MI 48238**	
Contact for the School Improvement Grant: **Name: Melissa Scott** **Position: Principal** **Contact's Mailing Address: 8145 Puritan Street, Detroit, MI 48238** **Telephone: (313) 494-3830** **Fax: (313) 494-3829** **Email address: melissa.scott@detroitk12.org**	
Principal (Printed Name): Melissa Scott	**Telephone:** **(313) 494-3830**
Signature of Principal: x _Melissa Scott_	**Date:** **November 15, 2010**

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

> 1. **Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).**
>
> Bethune subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 20 points lower than the school wide averages. In comparing the school data with state and district performance, Bethune School data is lower than district data in reading and exceeds the district overall in math. They exceed the district averages in grades 3 and 4 ELA and grades 3,4,7,8 in Math. They exceed the state wide average in 8th grade math.
>
> Fitzgerald subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 40 points lower than the school wide averages. In comparing the school data with state and district performance, Fitzgerald scores are lower than district averages and lower than state wide averages in all areas.
>
> From the data provided by the state and the district, in consultation with the newly appointed principal, the leadership team and district leadership, the school has developed an Action Plan for school improvement. This plan looks at current areas of need and reflects a comprehensive approach to accelerate the improvement and exceed the state averages in Reading, Math, Science and Social Science.

Bethune Academy

School Data	
Which intervention was selected?	
Number of minutes in the school year?	

Student Data	Percentage Rate
Dropout rate:	
Student attendance rate:	85

Advanced Coursework	Number	Percent
Advanced placement:		
International Baccalaureate:		
Early College/College Credit:		
Dual Enrollment:	0	0
Number and percentage enrolled in college from most recent graduating class:		

Student Connection/School Climate	
Number of disiplinary incidents:	
Number of students involved in a disciplinary incident:	
Number of truant students:	

Teacher Data	
Distribution of teachers by performance level on LEA's:	

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 03	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	50	75	91.07	65.3	67.5	80.7	23.52	23.07	53.06	55.26
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	50	74	91.22	67.92	68	79.31	23.63	22.44	54.71	54.16
Hispanic										
White										
Students with Disabilities			90.9			63.63				
Limited English Proficient										
Migrant Student										
Male	51.72	83.33	91.42	59.25	72.22	85.71	27.58	16.66	51.85	55.55
Female	48.14	68.75	90.9	76.92	65.62	69.56	19.23	25.8	57.69	53.33
School Aggregate	50	74	91.22	67.92	68	79.31	23.63	22.44	54.71	54.16
State Aggregate Scores	90.1	91.29	94.79	86.4	86.4	89.9	57.3	61.09	80.89	83.19

Percent of Sub-group meeting State Proficiency Standards

Grade 04	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	36.73	75	82.45	54.34	66.66	67.85	10.86	20	34.78	56.66
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	40.35	77.14	82.75	57.4	62.16	68.42	12.96	13.51	33.33	51.35
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	50	76.19	82.14	50	47.82	66.66	13.63	21.73	31.81	39.13
Female	33.33	80	83.33	62.5	86.66	70	12.5	6.66	34.37	73.33
School Aggregate	40.35	77.77	82.75	57.4	63.15	68.42	12.96	15.78	33.33	52.63
State Aggregate Scores	85.79	87.89	92.19	84.5	82.69	84.09	44.4	44.39	76.4	76.6

Bethune Academy

Sub Group Academic Data Analysis
Percent of Sub-group meeting State Proficiency Standards

Grade 08	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	49.36	42.37	71.11	37.17	63.33	70.45	29.48	57.62	34.61	64.4
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	53.92	39.02	71.18	38.61	60.97	68.96	30.69	56.79	38.61	61.72
Hispanic										
White										
Students with Disabilities	7.14	20	30	7.14	7.14	50		7.69		
Limited English Proficient										
Migrant Student										
Male	54.68	39.58	72	42.85	51.06	56	22.22	50	38.5	52.17
Female	53.84	37.14	70.58	33.33	75	78.78	48.15	66.66	43.58	75
School Aggregate	54.36	38.55	71.18	39.21	61.44	68.96	31.37	57.31	39.21	62.19
State Aggregate Scores	71.59	74.5	70.29	77.19	75.6	83.39	69.79	74.19	75.29	76.79

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	≤10	>10	≤10	>10	≤10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	536	542	534	212	126	231	98	381	151						
American Indian/Alaskan Native															
Asian/Pacific Islander	1	1		1		1									
Black/African American	678	625	623	256	162	272	114	429	191						
Hispanic	1				1										
White		1	3				1	2	1						
Students with Disabilities	86	80	107	58	15	54	12	84	20						
Limited English Proficient	1														
Migrant Student															
Male	352	331	313	146	84	154	54	224	87						
Female	328	296	313	111	79	119	61	207	105						
School Aggregate	680	627	626	257	163	273	115	431	192						

All Students	# of Truancies			# of Expulsions			Unduplicated Counts					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
							In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Black/African American												
Hispanic												
White												
Students with Disabilities												
Limited English Proficient												
Migrant Student												
Male												
Female												
School Aggregate												

Bethune Academy

Sub Group Non-Academic Data Analysis

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	536	542	534						
American Indian/Alaskan Native									
Asian/Pacific Islander	1	1							
Black/African American	678	625	623						
Hispanic	1								
White		1	3						
Students with Disabilities	86	80	107						
Limited English Proficient	1								
Migrant Student									
Male	352	331	313						
Female	328	296	313						
School Aggregate	680	627	626						

All Students	# Promoted to Next Grade			Mobility					
	2007-08	2008-09	2009-10	Entering			Leaving		
				2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged									
American Indian/Alaskan Native									
Asian/Pacific Islander									
Black/African American									
Hispanic									
White									
Students with Disabilities									
Limited English Proficient									
Migrant Student									
Male									
Female									
School Aggregate									

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
00	63						
00	63						
01	75						
01	75						
02	67						
02	67						
03	58						
03	58						
04	44						
04	44						
05	42						
05	42						
06	79						

Bethune Academy

Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewd EDP on File
00	63					
00	63					
01	75					
01	75					
02	67					
02	67					
03	58					
03	58					
04	44					
04	44					
05	42					
05	42					
06	79					

MEAP Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
03	50.00	74.00	91.22	67.92	68.00	79.31	23.63	22.44	54.71	54.16
04	40.35	77.77	82.75	57.40	63.15	68.42	12.96	15.78	33.33	52.63
05	26.53	82.92	44.44	43.75	50.00	57.77	33.33	26.19	43.75	35.71
06	55.71	42.85	53.84	50.00	40.90	63.07	41.17	40.32	42.64	35.48
07	28.20	48.00	41.33	30.17	58.66	47.36	57.75	47.22	34.48	58.33
08	54.36	38.55	71.18	39.21	81.44	68.96	31.37	57.31	39.21	62.19

TEACHER DATA
2009-2010

Bethune was reopened in the Fitzgerald building with new teachers, teachers from Bethune, and teachers from Fitzgerald. Old data may not be relevant to this new building.

	#Teachers	0-3	4-8	9-15 Yr	+15
1. Indicate how long teachers have been teaching					
2. Indicate the number of years each teacher has been in the building					

Additional Highlights:
PERCEPTION DATA

Following are results from the schools Quality Review in the area of School Climate and Parent Community Ties

Strengths Student Centered Learning Climate

- School is BEAUTIFUL – clean, bright, attractive and conducive to learning

- Faculty and staff are working together

- The outside of the building is well kept, neat and free from graffiti

- Teacher attendance is good

- Administrators, teachers and staff are outside at dismissal to ensure student safety

- Main office displays "SAW WHAT YOU DID" corner to recognize positive student behavior

- Many students are respectful and seem to understand procedures

- There are many positive male role models in the building

- Students who misbehave sign contracts that promise improved behavior

- Chronic early dismissals are not allowed

- Dismissal procedures are changing to improve safety of students

Recommendations Student Centered Learning Climate

- Order bulletin boards to display student work in common areas

- Display classroom visuals that reflect instruction; not just commercial

- Develop a plan to address student attendance and tardiness; consider incentives

- Secure all areas of the building to ensure safety

- Develop school safety plan

- Continue efforts to facilitate an organized and safe dismissal
- Continue to resolve transportation concerns with the district
- Require all visitors to sign-in and wear visitor identification badges
- Do not interrupt instruction with PAS announcements; use walkie-talkies
- Continue efforts to have media centers operational and functioning

Strengths Parent Community Ties
- School is welcoming and open to parents
- Teachers are required to make at least 3 positive phone calls to parents each week
- Parent and Community Resource Director is assigned and active
- Parent involvement opportunities, such as Literacy Night, Curriculum Night and an Alumni Association are in the planning stages
- Parent and community volunteers are used to assist in classrooms and the cafeteria
- Evidence of a community partnership with a local church, "Men Of Presence"

Recommendations Parent Community Ties
- Send school and classroom newsletters to keep parents and community informed
- Plan and provide parent involvement and training opportunities
- Continue efforts to host a variety of events for parents and community
- Continue efforts to expand partnerships

Data Summary

The new Fitzgerald/Bethune Academy includes students from both Bethune and Fitzgerald Elementary Schools. Both Bethune's and Fitzgerald's data will be evaluated separately below. Bethune was a PreK-8 school with an enrollment of 633 students; 630 of the students are African American, 471are economically disadvantaged and 110 are identified as students with disabilities. The attendance rate as of the 2008-09 school year was 91.6%. The rate has declined over the last year. Bethune is in School Improvement under No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) guidelines and must offer choice and transportation. Their Ed Yes! Grade has consistently been between a "C" and a "D" and is currently a "D". They did not make AYP this past year due to the attendance rate of Students with Disabilities.

Combined grade MEAP scores for Bethune show that there has been an increase in reading scores from 2008 to 2010. Scores went from 44.7% to 63.5%. Math scores have shown a steady increase

---

over time. Currently 63.5% are meeting or exceeding performance levels. Science and Social Science Scores have remained relatively flat over the past years.

Fitzgerald was a PreK-8 school with an enrollment of 616 students;614 of the students are African American, 572 are economically disadvantaged and 99 are identified as students with disabilities. The attendance rate as of the 2008-09 school year was 77.4%. The rate has declined over the last year. Fitzgerald is in School Improvement under NCLB AYP guidelines and must offer choice and transportation. Their Ed Yes! Grade has consistently been between a "C" and a "D" and is currently a D". They did not make AYP this past year due to the attendance rate of all Students, Black Students, Economically Disadvantaged Students, and Students with Disabilities. Students with Disabilities also did not make the ELA proficiency target date

Combined grade MEAP scores for Fitzgerald show that there has been an increase in reading scores from 2008 to 2010. Scores went from 48.9% to 53.7%. Math scores have shown a steady increase over time. Currently 43.7% are meeting or exceeding performance levels. Science and Social Science Scores have fluctuated over the past years

Included in the Reform/Redesign Plan are the following needs which are currently not being met:

1. TEACHING FOR LEARNING
    a. Extended learning opportunities
    b. Rigorous grade level, standards based instruction in reading and math
    c. Increased targeted use of technology to enhance the instructional program
    d. Additional supports that address the social, behavior and emotional needs of the students

2. LEADERSHIP
    a. Melissa Scott, the new principal will be guided through a process of developing and implementing inclusive school leadership processes

3. PERSONNEL AND PROFESSIONAL LEARNING
    a. Principal and staff has been replaced
    b. A base line quality review will proved needed information to begin the process of developing a school improvement plan, and a professional development plan that emphasizes job embedded Professional Development
    c. Processes will be developed to ensure that the Professional Development does not negatively impact the school instructional program or instructional day

d.

4. SCHOOL COMMUNITY RELATIONS

    a. Additional opportunities will be provided to increase parent participation

    b. Additional efforts will target attendance improvement to meet Adequate Yearly Progress (AYP) guidelines not currently being met

5. DATA AND INFORMATION MANAGEMENT

    a. School staff, faculty and leadership will be trained to effectively use data as an instructional tool.

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

The Detroit School District has developed a system of support for Fitzgerald/Bethune Academy based primarily on the effective targeted use of state and federal dollars. Following is a listing of the support services that the district is offering at this school for the upcoming year, all developed to accelerate school performance. These priorities are aligned in the Fitzgerald/Bethune Academy Action Plan.

The services include:

1. District ARRA

    a. Net books in 6th-8th grades

    b. DIBELS for grades K to 5

    c. Learning Village

    d. Extended Day

    e. Conflict Resolution Training

    f. Renaissance Learning

    g. Springboard for grades 6-8

    h. Read 180 for 8th grade

    i. Leadership Team Professional Development

    j. A district wide focus on literacy and math Professional Development

    k. Support for an external partner, Synesi Associates, for one year

2. TITLE 1

    a. Summer Academy

b. Academic Games

c. Literacy Coaches

d. Early Childhood program

e. Funding for Reading Recovery

Fitzgerald/Bethune Academy has a new principal and a newly hired staff. The previous administration had developed a school improvement plan; this plan includes the following items to be funded through poverty funding. Fitzgerald/Bethune Academy will receive a quality review which will update the school's needs assessment. Based on this assessment, the Reform/Redesign Model, and input from the new staff, a review of the school improvement plan will take place. In addition to the district mandates initiatives, some of the costs covered at the school through state and federal funding are included below. These items were reviewed as the Reform/Redesign Plan was developed.

They include:

a. Additional SSAs

b. Parent training

c. Computer maintenance

d. Supplies

e. Refreshments for Professional Development and parent outreach

f. Field trips

g. One counselor

h. Copier supplies

i. Printers

j. Copier maintenance

k. Graphic organizers

l. Conference travel

m. Pupil transportation

n. Flash drives

o. Folders

p. New computers

q. Stipends for off sight Professional Development opportunities in the core areas

r. Attendance improvement

s. Compensatory supplemental services	
t. Furniture	

These initiatives have been incorporated into the Reform/Redesign Model to ensure a seamless and comprehensive school improvement process for Fitzgerald/Bethune Academy.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☐ General Funds ✓ Title I Part A ☐ Title I Schoolwide ☐ Title I Part C ☐ Title I Part D	☐ Title I School Improvement (ISI)	☐ Title II Part A ☐ Title II Part D ☐ USAC - Technology	☐ Title III
☐ Title IV Part A ☐ Title V Parts A-C	✓ Section 31 a ☐ Section 32 e ☐ Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☐ Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement. Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Bethune Academy is supporting a turnaround policy. This school will merge with Fitzgerald Elementary School to become the new Fitzgerald/Bethune Academy. In August of 2010 a new principal was appointed to the new school, Melissa Scott. Staff support has been shared and received from both schools with the understanding that at least 50% of the staff must be replaced. All have expressed the need for change to impact student improvement and they support this initiative to institute change. This support was first demonstrated during the summer, when staff from both schools began the process of teambuilding, collaboration and creating a supportive, nurturing learning environment for staff and students alike. Activities such as co-teaching and creating learning villages were explored with the goal of developing an improved achievement-focused culture and learning environment.

The District has already made the commitment to support the Reform/Redesign Plan through the identification of the impacted schools, the removal and the appointment of a principal who is aligned with and on board with this initiative. Principal, Melissa Scott is provided maximum flexibility in the development of the goals, objectives and activities as outlined in the Reform/Redesign Plan for the next three years. The Reform/Redesign Plan is being led by the vision of the new principal. The principal has hired new staff members throughout the month of August. The new staff's educational beliefs, philosophies and classroom practices are aligned with the Turnaround Model and the vision that supports this model. The staff developed and supports the new school reconfiguration of pk-2, 3-5, and 6-8.

The school staff has supported this Reform/Redesign Plan through agreements made with the Detroit Federation of Teachers. Among those items included in the December 2009 Settlement Proposal are:

a. A School Based Joint Labor Management Professional Development Committee that will establish school based professional development programs focused on raising student achievement.

b. The Committee will work in coordination with the District's Achievement Plan and district priorities in determining how the content is delivered and how to ensure implementation.

c. All professional development shall be supportive of the collaborative shared decision making approach.

d. School Committee members from the district shall receive training on the District's Academic Plan

e. Three staff meetings per month or the banking of equivalent times may be utilized for professional development.

f. The District and the Union shall identify the criteria for the establishment of Priority Schools.

g. Upon selection of serving in a Priority School, the member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the school and leading to a Certificate of Qualification.

h. Members agree with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

2. Explain the school's ability to support systemic change required by the model selected.
Both the school and the district are enthusiastic in their support of this change. Following is a summary of the highlights:

Principal Selection Process The District conducted individual principal performance reviews to:

o Assess each principal's performance relative to expected outcomes

o Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning

o Determine professional growth needs and required district support

o Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building

o Promote personal self-reflection and continuous professional learning

o Determine which principals meet the core requirements of a turnaround leader

The District convened interview committees consisting of the regional superintendents, other central staff, parents and community representatives. These committees interviewed principals for Priority Schools. The interview questions reflected the components of whole school reform and competencies of turnaround leaders. Candidates were rated according to how well they were able to respond to each question. Through these processes, the District identified leaders who exhibited the most potential to effectively address the unique needs of the Reform/Redesign schools and assigned these individuals appropriate schools.

With this process complete, the new principal Melissa Scott has been hired and is on board. She was hired with the understanding that she will be responsible for the implementation of the Reform/Redesign Plan. The new principal is being given maximum flexibility in the decision making process and great latitude in the development of the goals and the objectives. The selected partner provider, Synesi Associates, is already working with the new principal as a support with a priority of maximizing inclusive leadership processes. These are highlighted in the Goals, Objectives and Activities detailed in this Reform/Redesign Plan.

Principal Evaluation Process

The principal evaluation process has been developed in collaboration with representatives of the principal "unit" and is based on the following key components:

1) **Core competencies that define effective leadership** – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:
   a. Domain I: Focus on Learning
   b. Domain II: Monitoring Teaching and Learning
   c. Domain III: Building Professional Learning Communities
   d. Domain IV: Acquiring and Allocating Resources
   e. Domain V: Maintaining a Safe Learning Environment
   f. Domain VI: Effective Engagement with Families and External Community

2) **Outcomes-Driven** – Directly links student academic and non-academic performance measures to leadership practices

3) **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of

performance are not based on arbitrary decisions

4) **Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.

5) **System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.

6) **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement

7) **Accountability** – provides direction for the removal of ineffective principals who do not improve.

The new evaluation processes/tools are aligned and a key component of the District's comprehensive academic plan to support continuous improvement in teaching and learning.

Teacher Selection Process

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools" that allows for flexibility regarding seniority rules that will enable Fitzgerald/Bethune Academy to hire and retain those individuals who will best meet the needs of the school's student population. Under the Priority Schools agreement, the following is in place relative to staffing:

1) The administration in collaboration with DFT convened to develop Priority School interview questions reflective of the new evaluation tool, core competencies of turnaround teachers, and expectations/requirements of a Priority School, approve the criteria for recruitment, selection, and retention of staff at Fitzgerald/Bethune Academy.

2) A staff selection committee was identified for Fitzgerald/Bethune Academy consisting of:

    a) Melissa Scott, principal

    b) Designee of the Academic and Accountability Auditor

    c) Designee of the DFT Executive Board

    d) School building's DFT building chairperson

The selection committee is responsible for interviewing and selecting staff for Fitzgerald/Bethune Academy. Staffing is on an application basis. All interested staff must apply to become a member of Fitzgerald/Bethune Academy. Only 50% of the current staff members from both schools have returned to the building. Teachers selected must possess a valid Michigan teaching certificate with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly

Qualified requirements of No Child Left Behind and Individuals with Disabilities Education Acts. Upon selection to serve at Fitzgerald/Bethune Academy, a teacher will be required to complete prescribed professional development specifically designed to meet the needs of Fitzgerald/Bethune Academy that will lead to a Certificate of Qualification.

The principal has hired new staff who will work to support this Reform/Redesign Plan. Through the addition of a school level assessment coordinator and the intensive support of the Synesi Associates, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction.

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

1. **Core competencies that define effective teaching** – Professional standards that define what teachers should know and be able to do:

   Domain I: Planning and Executing Effective Instruction

   Domain II: Creating and Managing a Learning Environment

   Domain III: Maintaining a Professional Learning Community Through Teacher Leadership

2. **Outcomes-Driven** – Directly links student academic and non-academic performance measures to teacher practice (in-puts")

3. **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

4. **Guidelines for Evaluation Teacher Practice** – Provides specific guidelines as to how to assess/ measure teacher effectiveness.

5. **System of Professional Development and Support** – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.

6. **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement

7. **Accountability** – provides direction for the removal of ineffective teachers who do not improve.

FINANCIAL INCENTIVES/CAREER GROWTH/ FLEXIBLE WORK CONDITIONS

Shared Decision Making

The District in collaboration with the DFT negotiated a shared decision-making process as a part of

the Collective Bargaining Agreement. Shared decision making allows Fitzgerald/Bethune Academy's leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the Reform/Redesign Plan. Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making. To aid with implementations and assure the Reform/Redesign Plan is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of: the principal, the assistant principals, the DFT union representative, and teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. This level of school autonomy will allow Fitzgerald/Bethune Academy to have more flexible work conditions to meet the building's individual need.

School Based-Performance Pay

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to Fitzgerald/Bethune Academy's staff. Criterion and benchmarks for school-based performance pay will include: measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, reduction in drop-out rates, attaining and/or maintaining AYP and other provisions identified by the No Child Left Behind Act. Fitzgerald/Bethune Academy will be subject to an annual review of predetermined criteria using supportive evidence and data for the school.

Flexible Work Conditions

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

• Extended school day and year

• Participation in the Shared Decision-Making process

• Hiring based on selective application process

• Retention of staff based upon performance, not seniority

• Participation in mandatory prescriptive and prescribed professional development

Detroit Public Schools Role - The district has embraced this process and has led in the administration of the process in the early stages. They have developed processes to bring support to the school in the area of funding for extended day, extended year, technology supports, assessment options, conflict resolution support, Read 180, Leadership training, District level Professional Development in literacy and math, district and school level literacy coaches, Springboard, Renaissance Learning and support by Synesi Associates. The district has also successfully renegotiated portions of the agreement with the Detroit Federation of Teachers. Among the concessions granted were changes in the teacher evaluation process, shared decision making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses.

Data Use – Synesi Associates has provided a base line quality review. From this review a Capacity Building Plan will be developed based on research from the Consortium on School Reform based at the University of Chicago. Additionally, Synesi Associates will focus on the use of using data to drive instruction to use for individualizing instruction and driving the teachers' lesson plans. The Goals, Objectives and Activities note that the principal will be given assistance to develop grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing strategies to ensure success. Synesi Associates will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.

Professional Development - Synesi Associates, through a quality review, will identify the professional development needs and assist the school in the development of a yearlong professional development plan, one based on identified needs and rigorous standards based instruction. The emphasis for Synesi Associates on administering Professional Development is job embedded in nature. The partner will be available for traditional Professional Development activities but the primary focus of the Professional Development will be modeling and coaching, and leading in the development and the administration of grade level and vertical team meetings The Quality Review determined the following needs for Professional Development:

- Leadership Professional Development – job embedded to support use the of data for increased leadership capacity

- Literacy Professional Development - the use of job embedded professional development to support teachers knowledge and implementation of reading strategies
- Data consulting and coaching - to support teachers use data to inform instruction
- Attendance Consultant - work with the school through school based committees to improve student attendance
- Parent Participation Coaching - will assist a team members efforts to guide the school in increasing parent participation and community involvement.

Professional Development work is shared with Wayne RESA who supports the school through a Process Mentor. The Process Mentor supports the school in the area of school improvement planning, and works with grade level teams, student centered learning data analysis, interventions, assessments, and walkthroughs. Synesi Associates and Wayne RESA are committed to working together in a collaborative manner to improve the instructional program at the school by conferencing on the needs of the school as determined by a comprehensive needs assessment and the quality review.

To support Synesi and Wayne RESA with school level professional development; The Learning Village System is being used to provide technical and professional development including classroom coaching and modeling. The professional development plan will align to goals and objectives of the District and State. Learning Village will enable teachers and administrators to collaborate on plans of instruction, the delivery of instruction, and instructional strategies.

In addition to the school level professional development the district will assist this turnaround plan by providing:

Turn-Key Leaders

The Turn-Key model involves the ongoing training of key staff who are responsible for returning to Fitzgerald/Bethune Academy and work in collaboration with Melissa Scott, principal to deliver the expected professional training. Turn-Key Leaders are teacher leaders who exhibit a sophisticated understanding of the work around teaching and learning. In an effort to emphasize job-embedded professional development, Turn-Key Leaders are being taught methods for creating learning communities within their buildings. Turn-Key Leaders are taught strategies for focusing the conversations and ensuring that the conversations explore ways to improve student achievement. The Turn-Key Leaders look at student work, analyze lesson plans, create lesson plans as a group, and resolve conflicts through reflective problem solving.

English Language Arts/Literacy Coaches

The District has hired, will train and has assigned one literacy coach Fitzgerald/Bethune Academy Literacy Coaches will participate in monthly professional development where they study, in-depth, the five components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Literacy Coaches with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies.

Mathematics Coaches

Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards. Mathematics Coaches will demonstrate and model effective, research based instructional strategies as well as provide teachers with a wealth of resources, strategies and support.

Other Subject Area Instructional Specialists and Coaches

Middle School Subject Area Instructional Specialists will meet once a month to deepen their understanding of standards, their implementation, methods for demonstrating and modeling effective, research based strategies as well as providing them with a wealth of resources and strategies. These strategies will then be modeled and implemented through job-embedded professional development at the school.

Early Childhood Professional Development

Training for Early Childhood teachers and SSA's at Fitzgerald/Bethune Academy will continue this year. The District has been working collaboratively with Wayne State University, HighScope, and DFT to support training of all staff around how to effectively support the development of the early learner.

Increased Learning Time

The district has already agreed funding two hours of after school programming focusing one hour in reading and one hour in math for all students. The district is also encouraging the schools to further investigate other extended learning options. Fitzgerald/Bethune Academy has included in its goals a third hour of time which emphasizes the emotional and social needs of all the children. This third hour will provide structured social activities, sports, music, games, and generally opportunities for the students to interact with the school staff in a nonthreatening and welcoming environment, one that fosters collaboration and team building activities. A Saturday school is also planned and initial

discussions are being held about extended year options. This decision will be made once the leadership team analyzes the comprehensive needs assessment. All students at Fitzgerald/Bethune Academy will be served through these extended learning opportunities. Students with learning challenges, with special needs, gifted children, average and above average children will be included in these opportunities. This opportunity will benefit the entire student population and be individualized in order to do so. Increased Learning Time will include the following:

Extended Day Program

Beginning the 2009-2010 school year Fitzgerald and Bethune separately ran Extended Day Programs. These programs will continue during the 2010-2011 school year at the new Fitzgerald/Bethune Academy. The program provides students in grades 3 – 8 additional support, students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming effective, the student- teacher ratio to will remain at 15:1.

Summer Academy

In addition to an extended school day, Fitzgerald/Bethune will also implement a Summer Academy for students Kindergarten – Eighth Grade. The Summer Academy is designed as a seamless and structured approach to provide the necessary learning opportunities and interventions for all students. The Summer Academy is an intervention model used to provide students additional instructional time and learning opportunities. It is designed to ensure students have mastered key concepts critical for future academic success. The design is based on an analysis of both formative and summative student data. The district has created quarterly benchmark assessments to include embedded questions reflective of the state standards and national standards assessed on the MEAP and NAEP respectively to assess the academic progress being made by students. The Summer Academy represents the bridge between the school years. The "bridge" is designed as a continuation of learning opportunities for students to achieve high standards with a rigorous curriculum. The academy provides additional time and intensive, quality instruction to prepare students for successes. Instruction will include daily standards based lessons using the materials and resources for reading and mathematics at each grade level. Students will be provided opportunities for an integrated technology, writing and literacy as well as mathematics.

120-Minute Literacy Block/ 90-Minute Math Block

Fitzgerald/Bethune Academy instituted a mandatory 120-minute literacy block and a 90-minute math block for students in grades Pk-8. Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize the additional time effectively in order to support implementation of the program components.

Meets Social and Emotional Needs of the Students -- The Reform/Redesign Model addresses these important needs through the increased emphasis on parent involvement, the addition of a middle school counselor and the addition of a social worker on site. Springboard, funded by the district, will give additional support and guidance to 6-8th grade students and an increased emphasis on the arts will assist those students who learn best through the incorporation of art and music into the curriculum, while continuing an emphasis on reading across the curriculum. An additional Physical Education teacher will also assist in these important developmental areas.

Consistently, data shows that students with disabilities perform at lower levels than other student subgroups in the school. To remediate this concern, Synesi Associates includes a comprehensive look at teaching and learning among special needs students. The team is trained to review IEPs, take a careful look at instruction, study the reevaluation process and determine if IEP goals are first addressed and secondly met. Once the concerns have been documented in the Capacity Building Plan, the Provider will bring in necessary assistance and guidance to remediate the concern through the recommendations listed in the plan.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

BETHUNE Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	67.9%	68%	79.3%	50%	74%	91.2%
4	57.4%	63.2%	68.4%	40.4%	77.8%	82.8%
5	43.8%	50%	40%	26.5%	82.9%	44.4%
6	50%	40.9%	29.7%	55.7%	42.9%	53.8%
7	30.2%	58.7%	47.4%	28.2%	48%	41.3%
8	39.2%	61.4%	41.4%	54.4%	38.6%	71.2%

FITZGERALD Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	49.2%	50%	51.9%	44.3%	43.6%	75.9%
4	37.5%	34.1%	47.8%	30.3%	45.7%	54.3%
5	36.5%	35.7%	30%	25%	21.8%	25.5%
6	38.7%	49.2%	17%	15.9%	45.2%	44.4%
7	26.9%	48.3%	54.7%	24.1%	52.2%	49.2%
8	46.1%	25%	64.7%	26.3%	19.1%	23.2%

Bethune's achievement data reflect good progress in grades 3, 4and 7 in both reading and math, but lower percentages in grades 5, 6 and 8.   In comparing cohort groups there is very little growth from the 07-08 scores to the 09-10 scores in reading. In math, grades 4, 5 and 6 from 07-08 have shown continuous improvement.

Fitzgerald's achievement data show that grades 5 and 6 seem to suffer from low test scores in reading while other grades are doing better. In math grades 5 and 8 seem to have lower percentage of students meeting the standards.   In comparing cohort groups at Fitzgerald, The 07-08 5th and 6th graders in reading and the 5th graders in math have shown improvement over time.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The main emphasis on professional development will be on reading across all subjects and on using data to drive instruction. Additional staff and Synesi Associates will be utilized to ensure the incorporation of data into all decision making processes throughout the year. With this knowledge and with data from Learning Village and Read 180 and DIBELS, the school will develop a model of RtI that will address students in Tiers 1, 2 and 3. The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall

behind. Students in tiers one and two will be given targeted intervention support based on the use of district level quarterly benchmark data and DIBELS data that is currently available and being expanded to grades four and five. Synesi Associates will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs. Case managers will be brought in to lead ongoing discussions with parents if children do not experience forward movement. Synesi Associates teams assisted in the development of the RtI system first used in the Recovery District of Louisiana after the Hurricane. The model has now been expanded to the entire state of Louisiana. The very public use of data will ensure that needs are identified, remediated and evaluated. The very public use of data will ensure that needs are identified, remediated and evaluated. The school is committed to bringing technology into the instructional program to support the use of data to drive instruction. Two mobile computer labs will be purchased for convenient and integrative use of technology during normal classroom days. Teachers are able to use smart boards in their classrooms along with having access to promethium boards. The district is providing Netbooks for 8th grade students LCD projectors will be purchased for classroom use. Synesi Associates will do a baseline needs assessment during the first two weeks of school through a quality review. This will assist the new school in gaining information on level of expertise and the amount of equipment available at the school.

The process used by Synesi Associates is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago, as well as research data that has been accumulated by the Detroit Public Schools and The Michigan Department of Education. The use of use of Consortium data is widely recognized as relevant to urban public education. Education Secretary Arne Duncan was a member of the Steering Committee through his tenure in Chicago. And his appointment of the head of the Consortium to the research arm of the Department of Education has brought further validity to this organization. Much of the work done by the Secretary of Education is based o the research done by the Consortium on School Reform. This respected research organization has been researching urban school reform and has a body of work dating back from 1989 It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006, Sebring, Allensworth, Bryk, Easton, Luppesco.

Fitzgerald/Bethune Academy is implementing the Learning Village System. Learning Village will provide staff with universal access to the following information critical to the teaching and learning

process: curriculum mapping and standards alignment; supplemental content to sport the literacy and math models of Detroit Public Schools and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. Learning Village provides resources for data driven decision making through Data Director and the Assess2Know item banks. Test items and other material have been aligned to Michigan's standards through thorough research and review of the standards and frameworks for content specifics, assessment expectations, and limitations.

Literacy achievement is low at Fitzgerald/Bethune Academy therefore: Leveled Libraries, Gateways, and Bridges to Literacy, and Write Source will be resources utilized to achieve the interventions necessary for improved academic achievement.

- Leveled Libraries – available both online and in print. Leveled libraries provide a source of rich context to impact students' literacy achievement.

- Bridges to Literature – this program provides the resources necessary to meet the needs of students who read more than two years below grade level. These students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. Bridges to Literature is designed specifically for these students. With research-based instructional design and gradually increased selection difficulty, the scaffolding necessary to remediate and accelerate these students' reading proficiency as measured by tests administered by the state or the school district as well as by pre and post tests embedded within the Bridges to Literature program.

- Write Source Program – enhances writing and literacy skills. The Write Source program presents writing as a process; teaches the 6+1-traits of writing; provides students with frequent opportunities to write; fosters students' ability to assess and revise their own writing, builds grammar, punctuation, and usage skills; and develops students' overall literacy skills, including those of struggling learners and non-native English speakers. Since Write Source teaches writing as a process and breaks writing into the five recursive stages of writing –prewriting, drafting, revising, editing or proofreading, and publishing, students are able to understand and gain control over the complex task of writing.

- Renaissance Place - Further, Fitzgerald/Bethune Academy will provide students increased literacy and math support through the use of Renaissance Place which differentiates learning in Math and Reading. Math is differentiated using Accelerated Math which allows teachers to

assign similar content at different grade levels allowing students to work on complex problems without frustrating them. Literacy is supported through the Accelerated Reading Program which allows students to work in the Zone of Proximal Development which allows students to become successful at reading there for increasing their achievement levels and interest in reading.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Synesi Associates will work directly with the principal through a leadership coach to institute an inclusive leadership team. This team will monitor progress, evaluate the school based on data and work in a collaborative manner with the school and community. Additionally the Synesi Associates will assist in the development of grade level and vertical team meetings. The partner is research based, utilizing urban school research from the Consortium on School Reform based in the University of Chicago. As noted in the Goals, funding is provided to ensure these teams meet regularly and that they use data to make decisions. Synesi Associates in data and literacy will work with the teams to move them to data driven directions. Through the addition of a small learning community academy leader, the school will coordinate the professional development and teaming options around a PreK-K, 1-2, 3-5, 6-8 configurations. This will enhance the collaborative effort of the school and encourage not only grade level meetings but vertical teaming options. As noted earlier, the Detroit Federation of Teachers has collaborated to increase the available time for professional development for Fitzgerald/Bethune Academy as one of the Priority Schools

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The district is committed to assisting the school and has already brought an external partner provider into the school to help move the school forward. The provider, Synesi Associates, is an approved Michigan provider. The partner will work on assisting the new principal and staff by providing a base line quality review, a Capacity Building Action Plan, long term support in leadership, literacy across the curriculum and data use and short term support as indentified by the quality review. The Goals, Objectives and Activities also emphasize processes to bring parents into the school through service, and other opportunities and will utilize parents to assist the school in reaching its attendance goals. A Community Partner is being hired to assist in the area of

community partnership and communication processes. The Synesi Associates has completed a quality review and recommendations have been made to increase the role of parents and the community into the life of the school. Both community and parent inputs were received as part of this quality review process. The review also has recommended a plan to increase parent involvement moving forward. The parent community was not identified in the early steps of this process as the school is a result of the combination of changes in attendance boundaries and the combination of the two schools, Bethune and Fitzgerald. The partner is also providing the technical expertise to ensure success. Among those recommendations are:

- Send school and classroom newsletters home to keep parents and community informed
- Plan and provide parent involvement opportunities
- Plan and provide parent training opportunities
- Develop and distribute a parent handbook.

Finally, as detailed in question one in this section, agreement has been reached between the Detroit Federation of Teachers and the Detroit Public Schools which has enabled the district to move forward with this initiative.

SECTION III: PROPOSED ACTIVITIES

1. **Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

GOALS, OBJECTIVES AND INDICATORS FOR BETHUNE ELEMENTARY SCHOOL

Goals are developed in conjunction with the Michigan School Improvement Frameworks. These goals align to the individual school improvement plans and the five strands of the Frameworks. As the new principal has just recently been hired and the school staff is in process of being hired through the Turnaround model, these objectives and indicators were developed through the leadership and vision of the new principal with input from the school district, available school staff and assigned Synesi Associates..

Synesi Associates, as a state approved Partner will begin their work with the school by providing an intensive quality review. The Quality Review Process is conducted using a three-step process:

1. Research and Analysis
2. On-Site School Visits
3. Collaborative Teamwork, Discussion, Brainstorming, and Report Construction

The first step in the process, Research and Analysis, involves intensive background work. Synesi Associates will begin by gathering relevant district and school level information from a variety of sources including public domain data, as well as previous school level reports and/or school improvement documentation that the new turnaround principal and central office make available. The objective is to procure a solid foundation of information and data on each school, before setting foot on-site. Synesi will rely on community, school, and district level interviews and dialogue as well as relevant information shared by Detroit administrative staff as the foundation for our understanding of the system itself, defined goals, priority initiatives, and of the individual schools. This prep work allows consultants to walk on to Bethune ready to engage in meaningful conversations with school staff. It also provides a contextual foundation for the time they will spend in the school.

Although this research and study process provides the background information, the on-site school visit is essential to the Quality Review process. Synesi will conduct 2-3 days of site visit.

This visit will look at instruction, leadership, professional capacity, parent-community partnerships and school climate. Synesi quality review teams consist of 3-5 educational consultants; each member providing strategic expertise within a specific area of focus. These teams will spend the days at the school visiting all classrooms and conducting interviews with the principal, as well as a cross-section of the building administration, the teachers, selected students, non-instructional staff, and parents. Time will also be set aside at the end of the second day as an opportunity to hear from additional sources who may wish to contribute to this process, including, yet not limited to: business partners, not for profit partners, parent organizations, faith based organizations, university partners, and other community support/advocacy organizations. The Synesi Team places significant value on the time spent in school buildings with educators and considers this step to be a pivotal part of the district partnership. All information will be collected by means that maintain the level of integrity, confidentiality and authenticity necessary in order to document actionable findings, and make solid plans for moving forward.

At the same time, Synesi will work with the central office in order to accurately identify and highlight any priorities or initiatives that should be specifically evaluated or measured.

Areas of focus during the quality review:
1. Development of School Instructional Audit protocols, specific to Fitzgerald/Bethune Academy, including the following features:
   - Pertinent School Statistics, including Staff and Student Attendance Review
   - Principal Interview
   - Interview with non-instructional staff/parents
   - Budget review
   - Instructional review and Assessment review
   - Bilingual/English as a Second Language (ESL) Education Program review
   - Discipline Policy review
   - Security review/Ethics Issues
   - Parent-Community review
   - Special Education review
   - School Audits
   - State Reconstitution Plan
   - School Fiscal Audits

SYNESI will provide written reports for each school that may serve as the basis of turnaround work over the next three years.

SCHOOL QUALITY REVIEW REPORTS WILL INCLUDE:
Written report of findings, including:
- General Overview of School
- Observed Strengths
- Observed Areas of Concern
- Summary of Observations and Data Review
- Actionable Recommendations

Synesi Associates will produce two documents: A Quality Review Report and Capacity Building Plan (CBP). The Quality Review Report will provide a well-rounded picture of what is happening in each school, while the Capacity Building Plan will represent future action and change.

Both the report and CBP addresses five areas with actionable recommendations. These include

1. Leadership – classroom visitation schedules, walk through schedules, common display of school rules, updated student handbook school safety plan, professional development plan, master calendar and monthly newsletters

2. Parent/Community Ties – School and classroom newsletters, parent involvement training, other training opportunities

3. Professional Capacity – develop a school wide year long professionaldevlopment plan, use data to guide professional development needs, include Professional Development on HOTS, writing across the curriculum, reading strategies to improve vocabulary and comprehension, improving time on task, technology, using classroom data, creating student centered learning centers and maximizing use of instructional time

4. Student-Centered Learning Climate – develop an attendance improvement plan, secure all areas of the building, develop a school safety plan, resolve transportation concerns, develop visitor processes

5. Ambitious Instruction – Utilizing reading and math blocks effectively, increase rigor, make plans available, display student work, maintain writing folders, organized classroom libraries, data information to students and engage students with learning centers.

Each report will examine these areas and outline the positive actions currently underway at each school, the areas of concern that need attention, and provide actionable recommendations for addressing these concerns. The most powerful part of these reports will be the concrete recommendations for improvement. These recommendations will be used as the foundation for the

school improvement effort and Corrective Action Plan. This process was designed to validate positive efforts within the school, successful district initiatives, and any other such activity that should be noted and highlighted as successful. Investing in building upon strengths and isolating weaknesses will be the foundation that consultants will stand on in order to effectively collaborate with school personnel. It is essential that each side of this equation (school and consultant) start from this common ground. Each consultant is invested in the success of his/her school and effort will be put forth in order to ease the improvement plan.

Ongoing Intensive Leadership and Instructional Support

The core strengths of Synesi Associates as a turnaround partner are the diverse group of experienced and seasoned educators that make up the firm, and the successful track record it has in improving student outcomes.

The core members, who will be on site for no less than 125 school days, will focus on strategic and, what we consider to be, high voltage components of each school. The following areas represent the Core Synesi Team—

    3 Core Team Members
- <u>Leadership Coach</u>
    - serves as coach to the school principal and coordinates the work of the team. This member would also have to advise on data, and/or special education issues and scheduling issues
- <u>Literacy Coach</u>
    - provides instructional guidance on matters related to ELA, and literacy across curricular areas

    <u>Data Coach</u>
- provides instructional guidance on matters related to school level and classroom level performance data
- <u>Other Coaches, as needed may include</u>
    - Teaching Quality Director
    - ELL Coach
    - Special Education Coach
    - Climate and Culture Coach
    - Instructional Technology Coach
    - Family/Community Engagement Advisor
    - Classroom Management Coach

Actual breakdown of days, by discipline, will be determined by instructional audit.

The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago. This respected research organization has been researching urban school reform and has a body of work dating back from 1989. It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006.

GOAL 1 TEACHING FOR LERANING – Fitzgerald/Bethune Academy Will Provide A Rigorous Standards Based Instructional Program Driven By The Use Of Data Driven Processes Using All Available Assessment And Non Assessment Data

OBJECTIVE 1.1 – Provide maximum learning opportunities for students throughout the school year

OBJECTIVE 1.2 – Emphasize rigorous grade level instruction with a priority in reading and math

OBJECTIVE 1.3 - Incorporate technology aids to enhance the instructional program

OBJECTIVE 1.4 – Provide additional support services for students with behavioral, social or emotional needs

GOAL 2 LEADERSHIP – Support Will Be Given To Ensure The Principal Spends Over 50% Of The Day On Instructional Leadership Activities

OBJECTIVE 2.1 – Principal will be guided through a process of inclusive leadership

GOAL 3 PERSONNEL AND PROFESSIONAL LEARNING - Personnel changes will be made and a professional development plan will be put into place

OBJECTIVE 3.1 - School principal and staff has been replaced

OBJECTIVE 3.2 - Based on quality review and additional data, school will develop a yearlong professional development plan emphasizing job embedded processes

GOAL 4 SCHOOL COMMUNITY RELATIONS – Parent involvement will increase by 50%

OBJECTIVE 4.1 – Additional opportunities will be provided for parents to participate in the life of the school

OBJECTIVE 4.2 Student attendance will increase to ayp guidelines

GOAL 5 DATA AND INFORMATION MANAGEMENT – Data Will Be Used To Lead The Instructional Program

OBJECTIVE 5 1 - School staff will be trained and guided to use data to guide their instructional program

BETHUNE/FITZGERALD ACADEMY ACTION PLAN FOR SUCCESS

In order to make sure that the goals and objectives are being met, the school, the district and the external partner have developed an action plan for each of the three years. This plan details the activities and the processes needed for successful implementation of the goals and objectives. It also designates who is responsible for implementation, what the indicators are for success, and it notes the costs that will be needed to implement successfully.

The Three year Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars.

YEAR ONE
*NOTE: Costs dependent upon SIG Funding for Year 1, 2, and 3

GOAL 1 TEACHING FOR LERANING – Fitzgerald/Bethune Academy Will Provide A Rigorous Standards Based Instructional Program Driven By The Use Of Data Driven Processes Using All Available Assessment And Non Assessment Data

OBJECTIVE 1.1 – Provide maximum learning opportunities for students throughout the school year.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Attendance observation
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Principal	One hour, four days per week, 20 weeks, 5 teachers*	Decreased discipline referrals and suspensions
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	10 trips 8 groups*	Completed trips
Activity 1.1d – Saturday school academy will be developed for targeted	Principal	20 weeks, two hours each*	Observation, increased test scores

student population most in need of remediation and tutorial.			
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, leadership team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers*	Observation, increased test scores
Activity 1.1 f – At home technology program for continued scaffolding of academic drill and practice of content	Principal, leadership team	None	Increased test scores

OBJECTIVE 1.2 – Emphasize rigorous grade level instruction with a priority in reading and math

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2a – School will institute class size reduction in grades k to 3	Principal	4 additional primary teachers*	DIBELS data results
Activity 1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 teacher position*	Reading assessment data, observation
Activity 1.2c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions*	Math assessment scores
Activity 1.2d – School will implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction and DEAR and Academic Writing Program to supplement reading and writing enhancement	Principal, leadership team	Cost of program*	Increased reading and math scores
Activity 1.2e – Through the use of Synesi Associates, school will emphasize strategies to incorporate reading across the curriculum	Principal, staff, partner	Partner costs provided by district for year 1	Increased reading scores on DIBELS, MEAP and Read 180
Activity 1.2f – District will fund Reading Recovery	Principal, district	District covers	DIBELS data
Activity 1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal	4 SSA positions*	DIBELS data

Activity 1.2 h – Classroom libraries will be purchased for each classroom	Principal	10 sets of starter books*	Observation

OBJECTIVE 1.3 - Incorporate technology aids to enhance the instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	Principall	10 smart boards, 2 Promethium Boards*	Increased evidence of use, observation
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	Principal, District	District covers	Observation
Activity 1.3c – Two mobile computer labs	Principal	2 mobile labs*	Observation
Activity 1.3 d – 5 LCD Projectors for classroom use	Principal	5 LCD projectors*	Observation
Activity 1.3 e – Robotics programming	Principal	None	Observation

OBJECTIVE 1.4 – Provide additional support services for students with behavioral, social or emotional needs

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4.a – One additional counselor will be hired for middle school students	Principal	1 position*	Lower incidence of discipline referrals in middle school
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies*	Observation
Activity 1.4 c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided
Activity 1.4 d – Conflict resolution training for staff and students	Principal, leadership team	Cost of PD*	Fewer discipline referrals

GOAL 2 LEADERSHIP – Support Will Be Given To Ensure The Principal Spends Over 50% Of The Day On Instructional Leadership Activities

OBJECTIVE 2.1 – Guide through a process of inclusive leadership

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1a – Synesi Associates will assist principal in the development of a leadership team, vertical team meetings and grade level meetings	Principal, partner	Partner costs covered year one	Evidence of meetings, schedules, minutes
Activity 2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning environment	Partner	Partner costs covered year one	Completed review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will review and amend the current school improvement plan as needed.	Partner, school teams	Partner costs covered year one	Completed CBP
Activity 2.1d – School will develop and institute and inclusive school walk through process led by the principal	Partner, school teams, principal	Partner costs covered year one	Walk through schedules
Activity 2.1e – 2 Academy Directors will be hired to assist in the development of Small Learning Communities	Principal	2 teaching positions*	Initiation of SLC
Activity 2.1 f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation

GOAL 3 PERSONNEL AND PROFESSIONAL LEARNING - Personnel Changes Will Be Made And A Professional Development Plan Will Be Put Into Place

OBJECTIVE 3.1 - School principal and staff have been replaced

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	District	None	New principal
Activity 3.1b – Principal will complete a process of hiring new staff	Principal	None	New staff

OBJECTIVE 3.2 - Based on quality review and additional data, school will develop a yearlong professional development plan emphasizing job embedded processes

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance and a review and if necessary amendments to the current School Improvement Plan	Principal, Partner, school teams	Partner costs covered for year 1	Completed PD plan and updated SIP
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Principal, partner, school teams	Partner costs covered for year 1	Completed plan, observation
Activity 3.2 c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money*	Distributed incentives
Activity 3.2 d – School wide project based learning training will be instituted	Principal	None	observation
Activity 3.1 e – Expansion of opportunities for teachers to take additional training and course work to improve teaching and learning	Principal, leadership team	Related tuition costs *	Completed for credit course inventory

GOAL 4 SCHOOL COMMUNITY RELATIONS – Parent Involvement Will Increase By 50%

OBJECTIVE 4.1 – Additional opportunities will be provided for parents to participate in the life of the school

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics and collaborative opportunities for parents/guardians	Principal, grade level teams	Costs of refreshments	Completed family nights, increased parent participation
Activity 4.1b – Hiring of a Community Resource Director to increase community and school relationships	Principal	1 teaching position *	Observation, increased participation
Activity 4.1 c – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Observation, increased participation

OBJECTIVE 4.2 - Student attendance will increase to AYP guidelines

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs*	Increased student attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – Data Will Be Used To Lead The Instructional Program

OBJECTIVE 5 1 - School staff will be trained and guided to use data to guide their instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 5.1a – District will purchase Learning Village for the school	District, Principal	Costs covered by district	Increased use of data and improved teacher made tests
Activity 5.1 b – Synesi Associates will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus	Principal, partner, staff	Costs covered by district year 1	Observation
Activity 5.1 c. Test coordinator will be hired to act as a data resource	Principal	1 teaching position*	Observation, increased use of data
Activity 5.1d – Data will be made public through the use of displays, data	Principal, partner	Costs covered by district year 1	observation

walls, and relate activities			
Activity 5.1e Synesi Associates will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	Principal, partner	Costs covered by district year 1	Observation, increased test scores
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Costs covered by district year 1	Observation
Activity 5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Partner	Costs covered by district year 1	Evidence of principal using data an guiding PD
Activity 5.1 h – Develop data driven resources for measuring student progress towards content benchmarks and standards.	Partner	Costs covered by district year 1	Observation, increased test scores

YEAR 2

GOAL 1 TEACHING FOR LERANING – Fitzgerald/Bethune Academy Will Provide A Rigorous Standards Based Instructional Program Driven By The Use Of Data Driven Processes Using All Available Assessment And Non Assessment Data

OBJECTIVE 1.1 –Provide maximum learning opportunities for students throughout the school year.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Attendance observation
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building,	Principal	One hour, four days per week, 20 weeks, 5 teachers*	Decreased discipline referrals and suspensions

collaboration, and cooperative behavior modeling through the use of activities.			
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	10 trips 8 groups*	Completed trips
Activity 1.1d – Saturday school academy will be developed for targeted student population most in need of remediation and tutorial.	Principal	20 weeks, two hours each Saturday, 4 teachers*	Observation, increased test scores
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, leadership team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers*	Observation, increased test scores
Activity 1.1 f – At home technology program for continued scaffolding of academic drill and practice of content	Principal, leadership team	None	Increased test scores

OBJECTIVE 1.2 – Emphasize rigorous grade level instruction with a priority in reading and math

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2a – School will institute class size reduction in grades k to 3	Principal	4 additional primary teachers*	DIBELS data results
Activity 1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 teacher position*	Reading assessment data, observation
Activity 1.2.c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions*	Math assessment scores
Activity 1.2d – School will implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction and DEAR and Academic Writing Program to supplement reading and writing enhancement	Principal, leadership team	Cost of program	Increased reading and math scores
Activity 1.2e – Through the use of the Synesi Associates, school will	Principal, staff, partner	Partner related costs*	Increased reading scores on DIBELS, MEAP and

emphasize strategies to incorporate reading across the curriculum			Read 180
Activity 1.2f – District will fund Reading Recovery	Principal, district	District covers	DIBELS data
Activity 1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal	4 SSA positions*	DIBELS data
Activity 1.2 h – Classroom libraries will be updated for each classroom	Principal, vertical and grade level teams	Costs of updating*	Signup sheets

OBJECTIVE 1.3 - Incorporate technology aids to enhance the instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	One year cost		
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	Principal, District	District covers	Observation
Activity 1.3c – Two mobile computer labs	One year costs		
Activity 1.3 d – 5 LCD Projectors for classroom use	One year costs		
Activity 1.3 e – Robotics programming	One year only		
Activity 1.3 f – maintenance for purchased electronic equipment	Principal	Related costs*	Ongoing use

OBJECTIVE 1.4 – Provide additional support services for students with behavioral, social or emotional needs

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4.a - One additional counselor will be hired for middle	Principal	1 position*	Lower incidence of discipline referrals in

school students			middle school
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies*	Observation
Activity 1.4 c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided
Activity 1.4 d – Conflict resolution training for staff and students	Year one costs		

GOAL 2 LEADERSHIP – Support Will Be Given To Ensure The Principal Spends Over 50% Of The Day On Instructional Leadership Activities

OBJECTIVE 2.1 – Principal will be guided through a process of inclusive leadership

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1a – Synesi Associates will assist principal in the ongoing function of a leadership team, vertical team meetings and grade level meetings and transference to internal leadership	Principal, school teams, partner	Related partner costs*	Observation
Activity 2.1b – Partner will provide a quality review visit to present updated data on the new staff and the school learning environment and to include internal team participation	Principal, partner, school leaders	Related partner costs*	Observation completed review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will complete the current school improvement plan as needed. While building internal capacity	Principal, partner, school staff	Related partner costs*	Completed CBP and SIP
Activity 2.1d – School will internalize an inclusive school walk through process led by the principal and school	Principal, teachers, partner	Related partner costs*	Walk through schedule

based leaders			
Activity 2.1e – 2 Academy Directors will be hired to assist in the development of Small Learning Communities	Principal	2 teaching positions*	Initiation of SLC
Activity 2.1 f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING Personnel Changes Will Be Made And A Professional Development Plan Will Be Put Into Place

OBJECTIVE 3.1- School principal and staff will be replaced

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	District	None	Increased Acadmic Achievement
Activity 3.1b – Principal will complete a process of hiring new staff	Melissa Scott	None	Retention of Current Staff

OBJECTIVE 3.2 - Based on quality review and additional data, school will develop a year long professional development plan emphasizing job embedded processes

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data, current performance and building internal capacity	Partner, principal school teams	Related partner cost*	PD plan
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Year one only		
Activity 3.2 c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money*	Distributed incentives

| Activity 3.2 d – School wide project based learning training will be instituted | Principal | None | observation |
| Activity 3.1 e – Expansion of opportunities for teachers to take additional training and course work to improve teaching and learning | Principal, leadership team | Related tuition costs* | Completed for credit course inventory |

GOAL 4 SCHOOL COMMUNITY RELATIONS – Parent involvement will increase by 50%

OBJECTIVE 4.1 – Additional opportunities will be provided for parents to participate in the life of the school

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics and collaborative opportunities for parents/guardians	Principal, grade level teams	Costs of refreshments	Completed family nights, increased parent participation
Activity 4.1b – Hiring of a Community Resource Director to increase community and school relationships	Principal	1 teaching position*	Observation, increased participation
Activity 4.1 c – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Observation, increased participation

OBJECTIVE 4.2 - Student attendance will increase to ayp guidelines

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs*	Increased student attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – Data Will Be Used To Lead The Instructional Program

OBJECTIVE 5 1 - School staff will be trained and guided to use data to guide their instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success

Activity 5.1a – District will purchase Learning Village for the school	District, Principal	Costs covered by district	Increased use of data and improved teacher made tests
Activity 5.1 b – Synesi Associates will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus	Principal, partner, staff	Related partner costs*	Schedules, observation
Activity 5.1 c. Test coordinator will be hired to act as a data resource	Principal	1 teaching position*	Observation, increased use of data
Activity 5.1d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	Related partner costs*	See year one
Activity 5.1e – Synesi Associates will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	Principal, partner	Related partner costs*	Observation, increased test scores
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Related partner costs*	Observation
Activity 5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Year one only		
Activity 5.1 h – Develop data driven resources for measuring student progress towards content benchmarks and standards.	Partner	Costs covered by district year 1*	Observation, increased test scores

YEAR THREE

GOAL 1 TEACHING FOR LERANING –Fitzgerald/ Bethune Will Provide A Rigorous Standards Based Instructional Program Driven By The Use Of Data Driven Processes Using All Available Assessment And Non Assessment Data

OBJECTIVE 1.1 – Provide maximum learning opportunities for students throughout the school year.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Attendance observation
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Principal	One hour, four days per week, 20 weeks, 5 teachers*	Decreased discipline referrals and suspensions
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	10 trips 8 groups*	Completed trips
Activity 1.1d – Saturday school academy will be developed for targeted student population most in need of remediation and tutorial.	Principal	20 weeks, two hours each Saturday, 4 teachers*	Observation, increased test scores
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, leadership team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers*	Observation, increased test scores
Activity 1.1 f – At home technology program for continued scaffolding of academic drill and practice of content	Principal, leadership team	None	Increased test scores

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2a – School will institute class size reduction in grades k to 3	Principal	4 additional primary teachers*	DIBELS data results

Activity 1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 teacher position*	Reading assessment data, observation
Activity 1.2.c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions*	Math assessment scores
Activity 1.2d – School will implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction and DEAR and Academic Writing Program to supplement reading and writing enhancement	Principal, leadership team	Cost of program*	Increased reading and math scores
Activity 1.2e – Through the use of the Synesi Associates, school will emphasize strategies to incorporate reading across the curriculum	Principal, staff, partner	Related partner costs*	Increased reading scores on DIBELS, MEAP and Read 180
Activity 1.2f – District will fund Reading Recovery	Principal, district	District covers	DIBELS data
Activity 1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal	4 SSA positions*	DIBELS data
Activity 1.2 h – Classroom libraries will be updated for each classroom	Principal	10 sets of starter books*	Observation

OBJECTIVE 1.3 - Incorporate technology aids to enhance the instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	Year one costs		
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	Year one costs		
Activity 1.3c – Two mobile computer labs	Year one costs		
Activity 1.3 d – 5 LCD Projectors for classroom use	Year one costs		
Activity 1.3 e – Robotics programming	Year one costs		
Article 1.3 f Maintenance of electronic equipment	Principal	Related costs	Ongoing use

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4.a – One additional counselor will be hired for middle school students	Principal	1 position*	Lower incidence of discipline referrals in middle school
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies*	Observation
Activity 1.4 c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided
Activity 1.4 d – Conflict resolution training for staff and students	Principal, leadership team	Cost of PD*	Fewer discipline referrals

GOAL 2 LEADERSHIP – Support Will Be Given To Ensure The Principal Spends Over 50% Of The Day On Instructional Leadership Activities

OBJECTIVE 2.1 – Principal will be guided through a process of inclusive leadership

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1a – Synesi Associates will assist principal in the continuation of a leadership team, vertical team meetings and grade level meetings emphasizing internal leadership	Principal, partner, school staff	Related partner costs*	Observations, minutes
Activity 2.1b – Partner will provide a quality review visit to present updated data on the new staff and the school learning environment and to build internal leadership	Principal, partner school staff	Related partner costs*	Completed review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will complete a current school improvement plan.	Partner , principal, school team	Related partner costs*	CBP and SIP
Activity 2.1d – School will internalize an inclusive school walk through process led by school leaders	Principal, staff, partner	Related partner costs*	Walk through schedules
Activity 2.1e – 2 Academy Directors will be hired to assist in the development of Small Learning Communities	Principal	2 teaching positions*	Initiation of SLC
Activity 2.1 f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation

GOAL 3 PERSONNEL AND PROFESSIONAL LEARNING - Personnel Changes Will Be Made And A Professional Development Plan Will Be Put Into Place

OBJECTIVE 3.1 School principal and staff will be replaced

Activity	Person(s) Responsible	Cost factor	Indicator of Success

Activity 3.1a – District will appoint a new principal	Year one only		
Activity 3.1b – Principal will complete a process of hiring new staff	Year one only		

OBJECTIVE 3.2 Based on quality review and additional data, school will develop a year long professional development plan emphasizing job embedded processes

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance	Principal, school staff, partner	Related partner costs*	Completed PD Plan
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Year one only		
Activity 3.2 c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money*	Distributed incentives
Activity 3.2 d – School wide project based learning training will be instituted	Principal	None	observation
Activity 3.1 e – Expansion of opportunities for teachers to take additional training and course work to improve teaching and learning	Principal, leadership team	Related tuition costs*	Completed for credit course inventory

GOAL 4 SCHOOL COMMUNITY RELATIONS – Parent Involvement Will Increase By 50%

OBJECTIVE 4.1 – Additional opportunities will be provided for parents to participate in the life of the school

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for	Principal, grade level teams	Costs of refreshments	Completed family nights, increased parent

mathematics and collaborative opportunities for parents/guardians			participation
Activity 4.1b – Hiring of a Community Resource Director to increase community and school relationships	Principal	1 teaching position*	Observation, increased participation
Activity 4.1 c – Community Schools Partnerships will be brought into the school	Principal	CSP costs*	Observation, increased participation

OBJECTIVE 4.2 Student attendance will increase to AYP guidelines

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs*	Increased student attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – Data Will Be Used To Lead The Instructional Program

OBJECTIVE 5 1 - School staff will be trained and guided to use data to guide their instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 5.1a – District will purchase Learning Village for the school	District, principal	District costs	
Activity 5.1 b – Synesi Associates will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus	Principal, partner, school staff	Related partner costs*	Observation
Activity 5.1 c. Test coordinator will be hired to act as a data resource	Principal	1 teaching position*	Observation, increased use of data
Activity 5.1d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	Related partner costs*	Observation
Activity 5.1e – Synesi Associates will highlight MEAP data, Learning Village data and local assessment data to	Principal, partner	Related partner costs*	Observation, increased test scores

inform instruction and to develop situational grouping in classrooms based on student needs			
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Related partner costs*	Observation
Activity 5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Only year one		
Activity 5.1 h – Develop data driven resources for measuring student progress towards content benchmarks and standards.	Partner	Costs covered by district year 1*	Observation, increased test scores

BENCHMARK DATA/TARGETS
Annual Student Targets: Meap Results In ELA And MATH For Grades 3-8, Percent Proficient
DETROIT PUBLIC SCHOOLSFITZGERALD/BETHUNE ACADEMY

SUBGROUP	READING				MATH			
	BASE LINE	2011	2012	2013	BASE LINE	2011	2012	2013
Total	63.5%	69.9%	76.8%	84.5%	63.5%	69.9%	76.9%	84.7%
Students w Disabilities	43.3%	47.7%	57.1%	68.5%	50.0%	55.0%	66.0%	79.2%
LEP Students								
White								
African American	63.6%	70.0%	77.0%	84.9%	63.9%	70.2%	77.5%	85.6%
Asian/Pacific Islander								
Native American								
Hispanic								
Others								
Economically Disadvantaged	64.5%	71.0%	78.2%	86.1%	63.9%	70.2%	77.5%	85.6%
ATTENDANCE								
Students with Disabilities	90%	92%	94%	96%				

2. **Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

   i. **Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

   As the school has new leadership and a new teaching staff, Synesi Associates will complete a school wide quality review. From that review the partner, in conjunction with the school leadership, will develop a Capacity Building Plan, this plan will become the tool for improved instruction for the school year and will enable the school to alter its school improvement plan to reflect the new priorities. This CBP will highlight not only observational processes but will present to the school an analysis of current test data and will lead the school to make decisions based on the data and what it tells the school. The CBP details the list of actionable recommendations highlighted in the quality review, it notes who is responsible for completion of each recommendation and it gives a timeline for completion for each action. Finally it defines the measure of success in clear terms to enable the school and the partner to clearly identify which recommendation has been successfully completed. Quarterly progress reports will be developed to measure quarterly progress on the CBP.

   ii. **Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

   The principal will be given targeted assistance in developing a school leadership team with the primary purpose being the examination of data and the development of data driven decision making processes. In addition, Synesi Associates will guide the school in the development of school based teams, both vertical teams and grade level teams. The purpose of these teams is to make data driven decisions in an inclusive and collaborative environment. Synesi literacy coaches and data coaches will especially target those sub groups that are noted in the data review of being in need of additional support, special education student, current 5th and 8th grade students in reading and current 4th, 5th and 7th grade students in math have significantly lower scores than other groups. Current benchmark data, Read 180 data and current DIBELS data will also be evaluated to determine which sub group areas are most currently in need of remediation

and targeted assistance. Grant money is being targeted to assure the implementation of these teams and to assist in making them, along with school walk throughs, a part of the process of driving instruction with data decisions.

The partner will take a leadership role in the development and implementation of the data process. Partners will be give access codes to state assessment and benchmark data and will assist the school in the understanding the data and using data points to develop instructional lessons relevant to the needs of each class. They will also work directly with the teachers in looking at class assignments and teacher made tests to determine if students are learning. Finally the team will work with students and parents to offer them assistance in understanding this data and using this data for reflection. The team will also, through the use of data walls, data displays and data dissemination, will make data more public and available to the larger community. Public data will show benchmark progress on targeted sub groups, targeted grade levels and data that informs progress on closing the achievement gap. The data will drive the focus of, not only the data consultants, but the consultants working in reading across the curriculum. The data will be used by external stakeholders and internal team members to guide instructional assistance. Students and parents will be included in the data discussions at the school

iii. **Describe how the school plans to adjust instruction based on progress monitoring and data results collected.**
Synesi Associates, a literacy and a data person, in addition to selected school based personnel, will use job embedded professional development to model and coach teachers on developing and presenting lessons based on data driven decision making processes. The partner assists the school personnel in reviewing relevant data and moving that data into actual lesson plans. Then follow up processes will assist the teacher in determining whether or not the students have learned from the lesson, how to measure that and what to do if it not happening.

The school will work strategically throughout the year on using data to drive instruction. Through the lead of Synesi Associates , all staff will be introduced to data driven instruction processes and an evaluation will take place to identify the level of expertise for each staff member. Following that identification, the partner will begin to work on

MEAP data, highlighting disaggregated data and identifying strengths and weaknesses based on the standards measured on the state test. Teachers will be led, through modeling and coaching, to develop lesson plans that will address the highlighted areas needing remediation.

Following this introductory beginning, through the district purchase of benchmark assessments and test banks, the partner will begin to assist the school in the analysis of benchmark data and how to change teaching to fit the needs of the students. With the aid of the test banks, the partners will also work with teachers in developing improved teacher tests that measure highlighted areas of remediation. Finally, the partner's literacy coach, in conjunction with school and district coaches, will develop strategies to tailor teaching to the needs of the students. Through ongoing classroom evaluations and through the classroom job embedded professional development with Synesi Associates , there will be an ongoing observation of monitoring changes in instruction. Partners will work with vertical teams and grade level teams to internalize a self evaluation process based on both benchmark and teacher made assessment data, to determine if changes in instruction are mirroring accelerated learning. The walk through process is also primarily a tool for investigating teaching and learning. From these walk throughs, first led by partners and administrators, observations will be made on instructional method. Through the year the process will move toward being teacher led as the team meeting assist in teacher training and transferring leadership to teaching staff. The walk through process utilized by the partners is based on the Chicago Model which incorporates research based practices which include ten minute class visits, debriefings after each visit and targeted objectives based on priorities determined by the school teams. The walk throughs determine and drive the professional development focus

iv. **Describe and name any local or national assessments used to measure student progress at each grade level.**
The summative standards based MEAP test is administered in grades three through eight. Formative DIBELS will be used in the primary grades in the priority schools. And formative Read 180 will be an assessment tool in grade 8. Additionally, the district has purchased Learning Village which will provide benchmark assessments and will also

enable teachers to use test banks to complete better teacher made tests. Benchmarks will be given quarterly in the core subject areas and results are available on line to partners and school based personnel.

v. **Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

The school does not currently have an up to date staff development plan in place that will fit their current needs and meet the guidelines of this grant. The principal has been replaced and is currently completing the process of hiring new staff for the upcoming school year.

Synesi Associates will guide the school in the process of developing his plan. This will be done through the following steps

- Mid September – completion of a school wide Quality Review providing base line information on the school in the area of academics, current professional development status, rigorous instruction, school climate and parent community partnerships.
- Mid September – results of Quality Review are shared with school staff and leadership
- Mid to late November – staff is inserviced on the NSDC Standards for Staff Development, initial work on the relevance of data driven decision making and relevant district level initiatives.
- Mid to late November – On going meetings around a staff development plan based on accelerating academic improvement
- Early December – complete a draft of the Staff Development Plan for additional wider input from stakeholders
- Mid December – Completion and start of implementation of school level plan.

3. **List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring

and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. **Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

The external partner provider, Synesi Associates, a Michigan approved vendor, will take the primary responsibilities in these areas. They are experienced in bringing technical assistance in the development and implementation of school improvement plans and have practical experience in developing and monitoring plans for urban school systems. Through the use of the Capacity Building Plan the providers will also take responsibility for bringing monthly evaluations on progress to both the school and the district.

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may to be implemented. Please indicate below which are already in place, which are under considera and which are not needed.

Depending on the intervention model selected by the LEA, some policy and practice changes may r to be implemented. Please indicate below which are already in place, which are under consideratio and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
Polices/ Practices	In Place	Under Consideration	Not Needed
• Schedule	X		
• Length	X		

• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998